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ABSTRACT

THIS HANDBOOK, BASED ON THE AUTHOR'S EXPERIENCE OF SUPERVISING THE ENGLISH PRACTICE-CLASSES OF TRAINEE TEACHERS, WAS ORIGINALLY COMPILED FOR THE SPECIFIC USE OF STUDENTS AT THE NATIONAL UNIVERSITY OF TRUJILLO, PERU, AND CONSISTS OF A LIST OF POINTERS EMBRACING THE MOST PREVALENT OF TRAINEES' SHORTCOMINGS OBSERVED OVER A PERIOD OF YEARS AT ALL LEVELS OF SECONDARY SCHOOL. ALTHOUGH SPECIAL EMPHASIS IS GIVEN TO THE PROBLEMS OF NON-NATIVE ENGLISH SPEAKING TEACHER-TRAINEES OPERATING UNDER ADVERSE TEACHING CONDITIONS, IT WAS FELT THAT THE WIDER APPLICABILITY OF THE MODERN AUDIO-LINGUAL TECHNIQUES THAT ARE GIVEN PRACTICAL APPLICATION IN THE TEXT WOULD MAKE THE HANDBOOK OF VALUE TO ALL THOSE CONCERNED WITH CLASSROOM LANGUAGE TEACHING, AND IT HAS THUS BEEN PUBLISHED AS A SPECIAL ISSUE OF "LENGUAJE Y CIENCIAS." THE PUBLICATION IS DIVIDED INTO EIGHT CHAPTERS: "THE TEACHER'S APPEARANCE"; "SET ROUTINE"; "THE TEACHER AND HIS LESSON PLAN"; "PRESENTING NEW MATERIAL"; "CONDUCTING PRACTICE"; "ADMONISHING AND PRAISING"; "HOMEWORK"; AND "THE TEACHER AND HIS CLASS." THERE ARE, IN ADDITION, TWO APPENDICES; "MODEL LESSON PLAN," AND "FORM SHOWING CONVENIENT SUMMARY OF STUDENT'S GENERAL LESSON PLAN"; AND A SHORT ANNOTATED BIBLIOGRAPHY. (FWB)

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LENGUAJE Y CIENCIAS

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The Trainee Language Teacher and his Practice Class

Fifty pointers for the student - teacher

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por

Alun L. W. Rees

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Foreword

The advice offered in this publication is soundly based on the author's experience of supervising the English practice-classes of trainee teachers during their final year in the Department of Languages and Linguistics at the National University of Trujillo, Peru, prior to being granted a professional qualification to teach English as a foreign language in the secondary school.

These pointers were originally compiled for the specific guidance of our own students, but because of the wider application implicit in the modern principles and techniques that are given practical application in the text, we have decided to include them in this special issue of our Quarterly, 'Lenguaje y Ciencias', in the firm belief that much will be found of value to all those concerned with classroom language teaching.

The reader interested in further details of the composite 5-year programme that forms the background to these suggestions, is referred to two articles by the author appearing previously in our Journal, viz. 'The Training of Foreign-Language Teachers at the N.U.T.', N° 22, December, 1966, pp. 24-32; and, 'From Theory to Practice - Some Critical Observations on the Organization and Assessment of Teaching Practice for Prospective English Language Teachers', N° 25, September, 1967, pp. 9-17. These together provide an overall picture of our training scheme, supplemented by a pertinent discussion of the teaching-practice requirement.

The Editor

Acknowledgements

This handbook is dedicated to all those trainees in the Department of Languages and Linguistics at the National University of Trujillo, Peru, who undertook part of their English teaching-practice under my supervision in local secondary schools during the years 1966-99, and sincerely shared a belief in the effectiveness of aural/oral techniques in the language class.

Particular thanks are due to Srta. Luisa Monteverde of the 5th Year English Major who cheerfully undertook the laborious task of typing out stencils of the text in readiness for publication.

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Principal Errata

p. 2	l. 5	For practi ed read practised
	18	For perfomance read performance
p. 4	l. 21	For appropriata read appropriate
	l. 25	For not to complete read not complete
p. 6	l. 5	For in read is
p. 15	l. 22	For bacause read because
p. 16	l. 6	For writing read written
p. 19	l. 17	For oth rs read others
p. 20	l. 18	For indiv dual read individual
	l. 23	For n read on
p. 22	l. 21	For bound read found
	l. 23	For co umns read columns
p. 23	l. 5	For perfomance read performance
p. 24	l. 28	For in read is
p. 25	l. 10	For tha read the
p. 26	l. 22	For place read places
p. 27	l. 22	For vehicule read vehicle
p. 29	l. 31	For adequatel read adequately
p. 30	l. 32	For in read it
p. 31	l. 4	For more signposts read more than signposts
p. 36	l. 12	For Overleaf read below
p. 38	l. 4	For technique read techniques
p. 40	l. 17	For abreviations read abbreviations
	l. 33	For Lado read 11. Lado and change succeeding numbers accordingly

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I N T R O D U C T I O N

There comes the inevitable time when the student training to be a teacher of English as a foreign language, insecurely armed with a grounding in the theory and principles of methodology, faces his first teaching assignments in the form of extended practice in genuine classes subject to the visits of his supervisor.

No matter how thorough his previous course-work has been, and whether or not it has included demonstration classes by the tutor or other professionals, or mock experience in the form of peer-teaching, this period will still remain a crucial one for the trainee. This is so because theory is severely confined by the demands of practicability in the classroom, a restriction that all successful language teachers are forced to acknowledge sooner or later; the abstractions and discussions of the lecture room, the tutorial and the standard text will here be brought to the test.

The system of the supervised practice-class calls for instruction at a truly personal level because the supervisors's observations are addressed directly to the student concerning a real situation in which he is personally involved. This accounts in large part for the opinion common in retrospect among trained teachers, especially those who decry the over-emphasis on theoretical work in many training programmes, that the hours spent in the practice classroom, not those in the lecture hall, are by far the most valuable for the prospective teacher.

However, despite the valid importance attached to practice-teaching, initial classroom performances are invariably daunting for the nevice, particularly if he is a non-native speaker of English. They present him with a formidable challenge, not only in coping with the language, attempting to put into practice what he has learnt, and dealing with children probably for the first time, but in undertaking all these under a watchful and critical eye.

Much can be done to assuage natural nervousness by fostering the right kind of student-supervisor relationship. The trainee can also be reassured if he is aware in advance of what can be reasonably expected of him and his class in the actual circumstances in which he has to teach.

With this in mind, the following pointers have been listed, embracing the most prevalent of trainees' shortcomings observed over a period of years at all

levels of the secondary school. The items recorded with annotated reminders have all arisen in actual, not ideal practice-classes with Spanish-speaking children learning English three one-hour periods a week for five years, and refer in the main to the language class in the earlier stages where new language material is to be presented and subsequently practised.

An aural-oral approach to language study has at all times been regarded as axiomatic in dealing with these classes. and the suggested techniques have proved effective despite the limitations imposed by unwieldly groups of up to forty pupils, few with textbooks, and housed in deplorable classrooms lacking the most rudimentary equipment, many with no windows and gloomy, ill-lit interiors, inadequate ventilation, not one with a door, some containing a busy thoroughfare to other parts of the school, and most of them liable to frequent interference from adjoining classes through thin dividing walls.

The reader will therefore find no reference to sophisticated aids or techniques, but practical suggestions based on what can be effected in even discouraging conditions, and here set out in the form of points the supervisor might justifiably note and draw to the trainee's attention as a first step in helping to improve his classroom perfomance. These comments are therefore offered in the hope that they may provide the absolute or relative beginner with a guidelime vicariously handed down from those who have trodden the same path of inexperience before him; they may perhaps also act as a reminder for the teacher already launched on his career, or even serve as a reference sheet for the supervisor himself.

FIFTY TEACHING POINTERS

I The Teacher's Appearance

1. Was the teacher well-groomed?

The student-teacher's dress should obviously conform to the standards facitly adopted by the teaching profession in his country. This will normally entail a white shirt and a tie for men, and care taken over elementary matters of good grooming such as polished shoes, clean hands and fingernails, clothes well-brushed and pressed, being clean-shaven, and so on. Neatness and modesty should perhaps be the guiding factors to promote an air of unobtrusive efficiency in class and to avoid offending the sensibilities of colleagues in whose school he is a guest. Thus neither the casual dress of the living-room nor the sombre immaculateness of the churchgoer are in order.

2. What was his general bearing,?

The teacher should, as far as possible comport himself in a manner reflecting a confident, disciplined, business-like yet friendly approach to his work. However, teachers are often jerky in movement. or acquire irritating or even ludicrous mannerisms quite unconsciously, such as the repeated clearing of the throat, snapping the fingers, rolling the eyes, or the constant suffixing of utterances by some phrase or sound like 'o.k.' or 'mm-mm'. Others may assume an overly casual attitude, leaning against the wall as they speak or chatting to the pupils with hands relaxed in pockets. Most idiosyncrasies of this sort which develop as reactions to feeling uncomfortable in a strange situation, are usually promptly eradicated merely by being brought to the trainee's notice .

II Set Routine

3. Did the lesson begin and end on time?

As his professional duty, the teacher should enter his class punctually. Equally important, however, is to ensure that the lesson ends on time. Nothing is less fair on the pupil and destined to lead to resentment, than infringing on the breathing space between lessons by extending the class, even by a few minutes.

The setting of homework, for example, should not be hastily crammed

into the last few minutes of the hour, nor anything left on the blackboard for copying after the teacher has left the room. The lesson plan ought to be so arranged that the main body of the new material has been taught and practised in its entirety before the last five minutes of the class, when some further reinforcement may be introduced, perhaps in the form of a brief game which can be conveniently broken off without signs of undue hasteshortly after the bell rings.

4. Was the blackboard cleaned before and after the class?

A blackboard liberally chalked over with written work from another lesson represents a serious distraction for the pupils. Should the previous teacher have been discourteous enough to leave the room without having the blackboard cleaned, then the student-teacher must see to it that this is remedied before he begins his class. Even during a lesson it may be necessary for him to tidy up the blackboard occasionally by erasing all or part of his own material . He himself, of course, must ensure that he never leaves the room without having everything rubbed off the blackboard in advance. This is not only a mark of professional discipline, but also engenders an air of completion and accomplishment at the termination of any one class.

5. Was there a formal greeting and leave-taking between teacher and pupils?

As a matter of courtesy, the pupils are expected to stand up when the teacher enters or leaves the room, and to return the appropriata salutation in unison, without raising their voices or allowing the massed response to degenerate into what may resemble a mildly mocking chant. A simple procedure of this kind incidentally prevents the untidy, indecisive beginning and ending that the class might otherwise tend to have.

6. When was the roll called?

If attendance has to be taken, then it should be brisk and preferably conducted in English. The teacher may wisely decide not to call the roll either at the beginning or the end of the class but reserve it as a convenient change of activity after any prolonged stretch of oral work.

7. Were the pupils trained in general classroom procedures?

The well-trained class is essential to the smooth running of a lesson and the combatting of teacher-fatigue. The trained class knows exactly what to do and when to do it, with a minimum of effort expended by the teacher. The familiar path carries the learner confidently on his way without interrupting his journey to keep asking for directions.

Thus the pupils will be gradually trained to react automatically to a set of established hand signals : they will realize who 's expected to respond, whether it is an individual, group, row, or the whole class; often they will be cued on how to respond by a mere shake of the head or a movement of the teacher's hand; they will know when to listen, when to repeat and how to keep in time under the teacher's direction; on command, groups will be formed smartly, exercise books taken out, put away, or placed ready for collection or inspection; they will copy or write only when explicitly told to do so; coming out to the front to participate in activities will be accepted without embarrassment; the teacher's attention will be attracted by holding up the hand and calling out politely, 'Please, Sir/Miss'; books will not be hastily packed away on the bell but the class will continue until the teacher signals that it is over, and so on.

III The Teacher and his Lesson-Plan.

8. Did the plan fully indicate the content of the lesson?

The formulation of a well-prepared lesson requires the trainee to consider what and how much is to be taught; the order, form and way the items are to be presented, and the steps taken to establish the new forms. Consequently, the written lesson-plan is not to complete unless it specifies all these requirements either fully or in summary.

9. Was the plan consistent with the four progressive steps of listening, speaking, reading and writing?

In presenting new language material, listening, understanding, repeating and oral practice should, in that order, always precede the secondary skills of reading and writing. These main steps need not necessarily be followed all in one lesson, indeed, many authorities recommend that the last two

should be temporarily postponed in the early stages of language learning.

10. Had the trainee carefully arranged his material?

For years successful language teachers have been arranging items to be learnt on the lines now expounded by some of the tenets of programmed instruction. New material in conveniently broken down for presentation into small, easily assimilated offerings, proceeding smoothly from the familiar and mastered to the new, from the simple to the more complex, and scrambling post - poned until each morsel has been well-digested.

11. How pertinent to the main theme of the class was the preliminary revision?

Apart from serving to jog the memory, as a reinforcer of language already learnt, or as a period of oral warming-up, preliminary revision has the purpose of leading up to, or providing the context for the new topic of the lesson. Hence this kind of revision is not a random regurgitation but calls for wise selection.

12. Was most class-time devoted to practising the primary skills?

One of the most disastrous temptations to which the language teacher may succumb is that of talking too much at the pupils' expense. To inculcate correct language habits, the largest portion of the lesson should consist of oral practice by the pupils. A satisfactory ratio of teacher-pupil talking time might be set in the region of 15% / 85% in the first grades. A neat equilibrium should always be avoided, the disparity being overbalanced in the pupil's favour. One may safely assume that the success of a lesson depends directly on the amount of English spoken by the pupils.

13. What provisions were made for dealing with predictable difficulties?

There are certain aspects of the language that the teacher can predict will prove repeatedly troublesome for learners. In pronunciation, for example, the Spanish-speaker, by analogy with his mother tongue, tends to insert the sound corresponding to the letter 'e' in Spanish before initial consonant clusters beginning with the phoneme /s/, as in the English word 'school', or encounter difficulty in distinguishing between the vowel phonemes /i/ and /i:/ as in 'it' and 'eat' respectively.

Taking this into account, the trainee might well keep in reserve a few brief remedial drills in the form of minimal pairs, or refer to the old

standby of the pronunciation chart to ensure that correct sounds and their distribution are well-established if they are to occur in the lesson. Of course, intensive drill work of this kind, merely because it has been prepared beforehand, should not be doggedly imposed if it is evident from responses that these points have already been adequately mastered. Valuable class time would be better spent in this case, not in dealing with separate sounds, but on the more important activity of practising the correct succession of sounds in their appropriate context.

14. To what extent was the oral work co-ordinated with the text?

Trainees are too often expected to be textbook writers, preparing their lessons from scratch. Thus a burden is placed on them which is not properly their responsibility. The elaboration of a sound English course involves a high degree of skill born of years of classroom experience. The student must be primarily trained not in authorship but in the ability to teach or, at the most, slightly modify the particular text which serves both him and the pupils as an invaluable guide. Thus one might venture to maintain that even the outmoded text is better than no text at all, and certainly to be preferred to the experimental gropings of the novice.

Where the pupils have written texts, then oral work should be designed mainly to effect a smooth transition to the written forms occurring there. The units of a modern graded course will not suffer from a plethora of new vocabulary and structures, so all items of the reading can be adequately practised orally beforehand. If an outmoded work is still in use then the teacher will have to be more selective by previously drilling only the major features of each lesson, unless he has found time to prepare in advance mimeographed adaptations of his own for the pupil.

15. Had the trainee prepared any reserve material?

As a general rule, the teacher should include in his lesson-plan more relevant material than he intends to teach in any one class, to forestall the unnerving experience of exhausting his subject-matter long before the final bell. This reserve may be additional drills, revision, appropriate games, or items which do not merit a whole class, but can be built up cumulatively lesson by lesson, such as the letters of the alphabet, spelling, colours, cardinal and ordinal numbers, the date, time, classroom expressions, snatches of dialogue,

and so on. Under no circumstances, however, should an unprepared dictation be hastily inserted as a stop-gap; this common standby is decidedly harmful in that it inevitably leads all but the very best pupils into a host of discouraging errors.

16. Was the lesson-plan too ambitious?

The teacher with the humbling experience of being currently at the receiving end of foreign language instruction himself, should demonstrate a marked consideration for his pupils involved in grasping the flow of speech in the target language. Multiple objectives may look impressive in their completeness on paper but are unrealistic in practice. One lesson should have one aim, and the lesson-plan formulated accordingly.

Trainee teachers are very prone to complicating the learner's task by attempting too much at once, especially by introducing new structures liberally sprinkled with unfamiliar content words. Rephrasing an old proverb, one might justly advise the student to look after the structures and leave the content words largely to look after themselves. Little is achieved by a glut of purely lexical items in the earlier stages. As soon as the basic structures have been mastered, then a limited vocabulary can be rapidly increased with the aid of a good dictionary, preferably monolingual, and assignments specially designed for that purpose by having a heavy lexical load.

On the other hand, of course, it is also damaging to motivation if a few facile points are drilled with an unimaginative and familiar vocabulary to the point of exhaustion. As one so often finds in teaching, an attempt has to be made to strike a nice balance so that the learners are stimulated by a challenge within their reach that arouses curiosity and intensifies the learning process by fostering a sense of achievement when it has been met and mastered. If that challenge is beyond their capabilities, or conveyed as a daunting discipline reminiscent of the traditional grammar-grind, then it will stifle all interest and create negative attitudes to the study of English.

17. Were all the procedures outlined on the lesson plan accomplished?

The student-teacher is not obliged to memorize his lesson plan; he may keep it on his desk as a guide, referring to it casually but briefly during the course of the lesson. This practice, however, should not suggest a slavish adherence to the points elaborated on the plan. The teacher is deal-

ling with human beings and therefore many variables are involved that are not directly under his control, any one of which may force, or at least warn him to change course in mid-stream. 'The best-laid schemes o' mice an' men gang aft a-gley'. No one can anticipate with certainty the exact way a particular lesson is destined to develop. Incidental happenings in the classroom, unexpected difficulties with a new topic, or too slow a pace are such factors that may induce impromptu change of plan, generally of a minor order, but occasionally wholesale. One mark of the gifted teacher is the very flexibility and resourcefulness that enables him to meet unexpected circumstances with appropriate measures while maintaining professional aplomb. This, of course, does not give him licence to mould the class on the passing whims of the learners; the trainee should be able to justify improvised deviations by the demonstrated efficacy of any such modifications.

18. Were the pupils made aware of the aim of the lesson?

The pupils should be brought to realize that there is a specific learning task to be accomplished within the course of the lesson. This promotes motivation by indicating that what might otherwise appear to them as isolated and limited drill-work is an integral part of the course, and as such has been designed to achieve a set objective . The aim of the class should therefore be written clearly on the blackboard as a prelude to its presentation, supplemented by its translation into the mother-tongue, if necessary. Such visualization engenders a definite feeling of progress as each new point progressively yields to the next.

19. Was the trainee's pronunciation acceptable?

The learning of pronunciation is largely a matter of imitation. The pupil cannot develop correct speech habits from a faulty or indistinct model. The teacher should strive to acquire an unhurried enunciation, slightly slower than normal conversational speed in the early stages, perhaps exaggerating certain sounds or clusters that will be difficult for the pupils to hear and consequently reproduce. However, care should be taken at all times not to distort the natural rhythm of the language by over-deliberate delivery. The trainee will have to speak loudly enough for the listeners in the back rows to grasp clearly what is being said, with-

out shouting or otherwise detracting from any pleasing quality of modulation that his voice may naturally possess .

The student-teacher is particularly warned against the adopting of an affected pronunciation for any reason, otherwise he will find himself slipping back into his normal speech habits in unguarded moments during the class, with a bewildering effect on the learners.

An observed fact that might be remarked upon in passing is that the trainee's own English often reveals considerable improvement in fluency and accuracy during the period of teaching practice, which suggests the surprising paradox that an excellent way of learning the language is to teach it!

20. Were there any mistakes in grammar?

Trainees who are quite proficient in English in ordinary circumstances often falter in the unusual environment of the classroom. This may be caused by a simple attack of stage-fright, or because they attempt to handle some classroom expression which they themselves have heard but never had the occasion to employ previously themselves. The former cause remedies itself through further experience, the latter can to some extent be solved if the supervisor elaborates a written list of common classroom expressions for the trainee's guidance.

21. How mobile and expressive was the trainee?

As a flexible audio-visual aid the teacher himself is unsurpassed, though his potentiality is not always well cultivated. Now that the days of the grim and distant pedant have thankfully passed from the secondary school, the teacher is no longer cast in a forebidding and sterile die, but is allowed scope to develop a more positive and relaxed approach to his work. No longer is he called upon to lecture to his charges in a stilted and stylized manner from his seat, or pacing stiffly around a confined area demarcated by the blackboard and his desk.

The effective teacher displays some of the qualities of the actor in that he employs appropriate gestures where feasible to convey, clarify, and strengthen meaning; he speaks with expression so that what he has to say is brought to life. As gestures are culture-bound, the trainee, if he wants his lessons to have a deeper impact, will make an effort to act out

those common to native English-speakers.

However, the analogy cannot be carried a great deal further. As opposed to the conventional actor, the teacher walks among his listeners eliciting responses and developing personal contact. The pupils are the ones undertaking the practice, even imitating accompaying gestures, while the teacher serves mainly to prompt and maintain progress .

This expressiveness and mobility does not of course mean stomping around the classroom like a sergeant major, barking staccato orders from left to right. A much more relaxed pose must be adopted if, apart from other considerations, the teacher is to conserve his vital energy. For one of the most justifiable criticisms levelled at the oral approach through aural/oral techniques is that it lays a heavy burden on the teacher. Only too often, through well-meaning mishandling, this is indeed the case. The trainee must learn to avoid taxing his strength unduly if he intends to face a lifetime's teaching. He can dc this only by developing techniques for ensuring that the pupils undertake the lion's share of the classwork under his strictly limited direction.

22. Were new items introduced in a real or picturable context?

New material is grasped by the pupil much faster and with more opportunities for his active participation, if it is introduced in a demonstrable context. Though the student-teacher with some relevant training in methodology behind him would probably refrain from producing isolated strings of words for the learner to memorize, the danger still remains that the context in which they are presented may be so unreal as to become almost meaningless to the learner. Meaning should not be subordinated to the skill of mere linguistic manipulation. Thus, for example, in teaching the simple past tense, a colourless statement such as, 'You studied grammar last week' is better replaced by one with more immediacy, such as, 'Mary counted from one to ten a moment ago', an action which Mary was previously called on to perform. More abstract statements may be included for practice after the grammatical point has been mastered in a meaningful situation.

23. Were the verbal descriptions properly matched with corresponding actions?

Despite advice doled out in the methodology class, the student-teacher invariably begins by describing his actions, not with the present progressive, but in the present simple tense, like some conjurer, "I put my hand in the hat; I take out a card; I put it in this envelope..."

If this situation is handled correctly, then the trainee may still go astray by not closely matching the description with the action, either by choosing an example which cannot be effectively slowed down for demonstration, e.g. 'He's breaking this piece of chalk', or by uttering the statement before or after the action is accomplished, e.g. 'I'm opening my exercise book now' when the book is about to be opened or has been opened a few split seconds before.

24. To what degree was normal English distorted for teaching purposes?

A more serious practice is that of sacrificing the norms of spoken English in a misguided attempt to simplify the presentation of new items or to provide contexts for practising them. Thus, for example, the question, 'Are there more than seven Spanish-speaking countries in South America?' would normally evoke the answer., 'Yes, there are' or just 'Yes', but not the superfluous response, 'Yes, there are more than seven Spanish-speaking countries in South America'. Full statements do not usually occur as answers to yes/no questions, so they are more naturally elicited as answers to questions posing an alternative, such as, 'Are there more or fewer than seven Spanish-speaking countries in South America?', though even here the elliptic response, 'There are more' or just 'More' would be perhaps the usual ^one. Plain statements can be practised in the form of emphasis to an elliptic response, e.g. 'Yes, there are. There are seven Spanish-speaking countries in South America', by simple repetition, or by substitution drill.

Persistent avoidance of contracted forms in speech also falls into this category, as does the stilted use of the definite and indefinite articles with parts of the body, e.g. 'This is the head', 'This is an arm', in place of the possessive adjectives which are more normal when referring to oneself or another person.

25. How appropriate were the visual aids?

The old adage, 'one picture is worth a thousand words' rings true when its principles are broadly applied to the place of visual aids in the language classroom. Appropriate visual aids arouse interest and curiosity, attract attention, help to make language meaningful and tangible by contextualizing it- often with the pupil's active participation - promote rapid association of the sound symbol with the thing signified, intensify assimilation by calling in the senses of sight and touch, may transport the pupil temporarily beyond the confines of the classroom, especially in offering the opportunity for the introduction of cultural items, and above all, they reduce both verbiage and verbalism.

The problem then, lies not in whether to use visual aids but how and when to use them. Student-teachers who appreciate their value may nevertheless mitigate against their appeal by relying on the same drab aids class after class. Realia in particular are subject to this misuse. Pupils soon tire of constantly seeing and talking about the common classroom paraphernelia of pens, pencils, rulers, books, boxes, ad nauseam.

An assortment of easily-handled visual aids should therefore be accumulated by the trainee so that they can be varied in class from time to time.

All aids naturally need to be selected with care. Pictures, for example, should be preferably coloured and large enough for all the pupils to see the characteristic details without the teacher having to walk around showing them to individuals. If cut from magazines, and not specially drawn, they will need to be checked beforehand to ensure that they contain no distracting details. In particular, any item illustrated in a picture ought to be clearly indicated by the teacher actually touching it, not pointing vaguely in the general direction.

Small and boldly outlined pictures can be enlarged by using a pantograph, or the technique of pencilling a grid pattern over it and transferring the details in each square to those of a larger but proportionate grid prepared on a clean sheet of cartridge paper.

The supervisor will have to ensure that the use of visual aids is not carried to the extreme of a confusing, though doubtless entertaining array of material used for its own sake, and so cluttering the lesson that the purpose of the instruction is bypassed in the process. It is

a gross mistake to make a fetish of visual aids, for they are important only in direct proportion to the extent that they increase the assimilation of what there is to be learnt-they are not ends in themselves.

Furthermore, honesty with himself and with the supervisor entails refraining from spectacular and ingenious displays which will be promptly discarded the moment the trainee takes up his first teaching appointment. Hence the bringing to school of an unruly mongrel to teach the simple content word 'dog' is not recommended, even though the subsequent misbehaviour of the animal in question afforded an amusing if not hilarious opportunity for the introduction of some incidental teaching items!

For maximum effect, some attempt will also have to be made to direct all aids to the age, level and interests of the learner; in a class of fifteen-year-old girls, for example, a picture of Socrates, Napoleon, or Abraham Lincoln, educationally admirable though they may be, would be much less suitable than one of a current 'pop' singer or film star.

26. <u>Was full use made of the blackboard</u>?

The blackboard is the most versatile of all immobile visual aids, and has occupied a deserved place in the language classroom at least since the time of Comenius in the 16th century. Such an established and now widespread aid deserves special attention.

Not all teachers are naturally adept at producing graceful handwriting or artistic sketches on the blackboard, but all can aim at and achieve clarity, regularity and consistency of cursive handwriting, resorting to the somewhat slower procedure of block-lettering if absolutely necessary. What must be avoided at all costs is the illegible scrawl scattered haphazardly and unevenly, or cramped together on the surface of the board as the result of hasty, undisciplined work. Stick-figures can be drawn by anyone, though the teacher unsure of his ability even at this low artistic level might adopt the practice of keeping before him, protected in a transparent plastic covering, a sheet of paper on which models have been drawn in advance of stick-men engaged in various actions such as walking, running, climbing. etc.

To maintain an acceptable lay-out on a large blackboard, the student-teacher might perhaps consider the possibility of using the central area for general purposes, reserving the sides for more permanent material

- one for vocabulary items, the other for illustrative sentences.

When writing a fairly long piece on the board, trainees often fully turn their backs on the class for some time, blocking off with the body what is being written, and toiling away in silence. Such a waste of valuable classtime can be remedied if the teacher reads out the words or phrases as he writes them, taking care to preserve weak forms, and standing back for the class to read out each phrase or sentence before he proceeds to the next. Similarly, the pupils will be involved in the gradual building up of any sketch on the board by listening to the teacher's comments, and responding to his cues for appropriate statements, questions or answers.

Another common fault where the blackboard is poorly positioned, is for the teacher to extend his writing so low that it cannot be comfortably seen by those in the back half of the class who are forced to crane their necks or repeatedly move from their seats, thereby interrupting the copying activity and inviting errors.

Punctuation marks will have to be enlarged, especially if the blackboard has a rough surface that collects confusing spots of chalk; capitals, too, should be clearly distinguished. Coloured chalk can help in these cases, but the teacher must beware of lavish use merely for pretty effect. The most striking colours for emphasis on a black background are bright yellow and pale green.

The teacher might do well to bear in mind that writing is no more than an aid to reinforcing oral work in the initial stages of language learning, and therefore should not be afforded undue prominence. Even at more advanced levels, large stretches of writing on the blackboard ought to be guarded against, if only bacause the time so consumed can be devoted to more valuable pupil activities.

27. How was pupil comprehension checked?

If not checked, then the pupil's responses may become so mechanical that he develops a feel for the form of what he is saying but not for its content. Provided that the teacher has presented all new language in context, then there are several ways open to him for testing comprehension without resorting to the pupil's mother tongue or asking the fatuous question, 'Do you know what ... means?' . He can require the learner to ask

or answer a question, or request him where feasible to do, mime, show, draw or point to something, provide a relevant synonym or opposite or illustrate the item in a sentence. Also, the learner may be asked to attempt an explanation in different words, in the form of a dictionary definition.

When new writing forms have been taught, they may be tested quickly in class by a blank-filling exercise delivered orally by the teacher, only the key item being written down by the pupil, the answer given by the teacher immediately afterwards and the number of correct responses ascertained by requesting a show of hands.

28. Have the pupils a permanent record of what was studied?

Where there is no class textbook, or where the teacher has adapted the only available one to an oral approach, the pupils must be provided with written reference to the material covered in class. Thus some time will usually have to be devoted to copying pertinent examples from the blackboard, perhaps in the economical form of a substitution table, reinforced by the practice recommended by some authorities of providing a convenient summary of new structures in the form of a simple formula.

As many factors contribute to the prevalence of incorrect copying from the blackboard, the teacher, helped perhaps by some of the more proficient pupils sitting near the front, should go round checking exercise books.

Children should be encouraged to take a pride in their notebooks by maintaining a neat and attractive presentation, so untidy or genuinely slipshod work will be recopied by the pupil, either immediately or at home.

V Conducting Practice

29. Was there sufficient oral practice?

A large portion of the lesson will be devoted to repetition drills in chorus - an economical procedure that offers practice for all the pupils at the same time, reassures the timid learner by providing him with a form of moral encouragement, and smothers individual divergencies so that a reasonably accurate corporate response is heard. In fact, choral

responses can be such faithful reproductions of the model the teacher has given, that he may occasionally detect salient mispronunciations of his own which he is not aware of until echoed back at him!

Massed oral practice, however, embodies certain drawbacks which have to be offset by the teacher. Such drill work often results in a general din which interferes with neighbouring classes; in this case the teacher would have to insist more firmly than ever that responses should be spoken and not shouted, and divide the large class into convenient groups of 6-10 pupils. At other times, choral responses degenerate into a chant or occasionally a monotone that disregards all sense of English rhythm; this should not arise if the teacher keeps each group in time with arm and hand movements like the conductor his orchestra, using a strong down-beat to mark stressed syllables. Faulty intonation can usually be dealt with by drawing attention to the area of difficulty and asking the pupils to listen carefully then imitate the correct model. Where necessary, the salient rise or fall may be demonstrated by an appropriate hand-movement, shown by a continuous line accompanying the written utterance on the black-board, or sung out by the teacher.

Then there will always be the pupil who seizes on the period of choral work as the opportunity to sit back and merely mumble responses in a purely perfunctory, lackadaisical fashion; the best general remedy for this is to follow all intensive choral drills with well-distributed individual responses, challenging the whole class before actually indicating which learner is to respond, thus keeping all on their toes, though it is preferable to call on one of the more capable learners first before moving on to the less proficient.

Furthermore, although the precision of immediate mastery cannot be expected — temporary half-learning must be involved in language study otherwise the pace would be too slow in a class of students with widely varying abilities — the teacher must nevertheless insist on reasonable fluency and accuracy in the massed response. This entails critical listening; he will therefore be forced to refrain from always participating in the response himself, but move around the room and demand that any unacceptable utterance be repeated after he delivers the correct model once more.

30. What precautions were taken to avoid incorrect oral responses?

Language learning is not concerned with solving problems, nor teaching with trying to catch out the learner; both are directed at the establishing of good language habits through adequate practice of correct forms. The reprehensible practice of the deliberate mistake' therefore has nô place in the language lesson. The teacher needs to ensure that the production of unacceptable utterances is minimized. As an obvious, though often barely heeded step, he must first provide clear, unhurried spoken models several times himself before calling upon class repetition. Any difficulties encountered at this stage with the intonation of the longer repetition, may be overcome by breaking it into sections which are uttered cumulatively after the teacher, starting from the end; this technique tends to preserve the significant elements of the melody that normally occur in final positions in English sentences.

Above all, the pupils should be furnished with explicit instructions, in the mother-tongue if necessary, stating precisely what they are expected to do, with one or two of the more proficient ones setting the example first. If pupils are requested to undertake something that is too difficult for them, or if they have only a hazy idea of what they are supposed to do, then they will be discomfited and bound to make mistakes. Non-verbal cues may be provided for weaker learners, such as the nodding or shaking of the head to suggest that an affirmative or negative response is required; realia, flashcards and pictures may also be displayed or, alternatively, key words and phrases delivered, or parts of the complete answer just mouthed or whispered for the pupil to repeat aloud.

31. How did the teacher deal with oral mistakes?

'Accidents will occur in the best regulated families', and despite all precautions, learners will occasionally make mistakes. Errors of a minor order have to be largely ignored in the early stages to avoid insistence on accuracy at the expense of fluency. Whenever a more serious mistake occurs, instead of chiding or otherwise penalizing the learner, he should be helped to produce the correct form. The teacher himself may be directly responsible for slips by not presenting a clear model enough times, not clearly instructing the learner on what he must do, or by setting him too difficult a task. Hence the most just and pedagogically valuable way of dealing with an error

is to request the pupil to repeat the correct form once or several times after it has been supplied by the teacher or a classmate. If others are found to stumble over the same point then it has obviously not been grasped and will have to be redrilled. Detailed explanations of grammar, though they may formally clarify, increase the task of memorization and add to the learning process the factor of conscious application of rules which is of little help to oral fluency for the child.

Very occasionally, when some apparent error has just been corrected or a new form taught, a pupil might complain, "Please, Sir; but Mr. Smith told us that..." Whether or not the trainee knows for certain that Mr Smith was right or wrong in this case, he should beware of yielding to the temptation of flaunting his own competence, or extricating himself unprofessionally by directly contradicting what another teacher has said. No teacher is infallible, and it is just as much a mistake for him to attempt to create an impression of infallibility among the learners as it is to be drawn into the reprehensible practice of emphasizing the weakness of oth rs.

If the student-teacher realizes immediately that he has indeed made a mistake, he would do well to congratulate the pupil on being so alert, and set the matter right at once. If he himself is put in genuine doubt, he can say, "We'll leave it for now, and I'll check on it for you tonight," or if it concerns a straightforward matter like a difficult spelling, the pupils may be called upon to settle the matter by reference to their dictionaries.

When such conflicts are the result of different registers, formal or informal language, or different varieties of English, e.g. British R.P. and General American, they can be quickly resolved by brief mention of the fact . However, if it is evident that the pupils have been taught something that is definitely wrong, then probably the most tactful, though evasive approach is some comment such as "Well, there are lots of kirds of English, but in my classes we had better concentrate on the one I use. otherwise we won't be able to understand one another", and leave the matter at that. The language classroom is not really the place to call a spade a spade if it means setting oneself against another teacher for what may well have been a mere slip on his part. The trainee might subsequently approach the erring teacher in private if he is available, though he is warned that unfortunately the established teacher rarely takes kindly to

such criticism from younger colleagues, no matter how well-intentioned.

32 Did contextualization induce disorientated practice?

A common failing when presenting new material orally is for the trainee to request pupils to repeat a statement which applies to the teacher but not to them. This is particularly prevalent in dealing with demonstrative pronouns, or the possessive adjectives, e.g. the teacher holds up his brief-case and states, 'This is my brief-case' for the learners to repeat without rendering the utterance relevant to themselves by substituting 'that' for 'this' and 'your' for 'my'. As far as possible, the target language should be linked closely with reality in the classroom so that language habits are correctly associated with the situation to which they refer.

33. Was reading aloud characterized by a meaningless jumble of words?

Whether reading aloud from the blackboard, his exercise-book, the textbook, or a mimeographed sheet, as soon as reading is introduced the pupil should be firmly discouraged from reciting a patter of words that disregards the bounds of meaningful delivery, ignoring the inconsistencies of sound to symbol in English and giving indiv dual value to all letters. To prevent this, an effective technique is to insist that reading aloud be directed to a real person, whether the teacher or a classmate, actually looking at him while speaking, and referring to the text merely for guidance Exercising this act of momentary memorization has been found to bestow beneficial long-term effects in general speaking ability

34. What opportunities were provided for the pupils to elicit responses?

As a system of communication language is a two-way activity. This simple fact is often neglected in the classroom as far as the pupil is concerned with the result that he is totally immersed in answering questions or responding to cues provided by the teacher, but is not afforded the opportunity to evoke responses himself. The necessary steps should be taken to remedy this unrealistic situation so that the learning becomes more balanced.

35. Was the classroom activity varied?

Children have short attention spans, which means that prolonged classroom activity of any one kind is destined to lead to fatigue and boredom. This does not imply that the teacher is to introduce a series of drastically contrasting activities into the lesson; the pace and content of classroom work should be smoothly varied throughout.

Normally, such variation of activity will entail periods of listening, repeating and answering in chorus, in pupil-directed groups, and individually; practice in asking questions as well as answering them; the opportunity for the pupil to direct the whole class or otherwise help the teacher by going to the front to take part in the contextualizing of new material or to undertake brief writing practice on the blackboard; reading aloud or silently; pronunciation drill or other remedial work; revision; marking or preparing homework; a short break for copying in exercise books; or testing new items.

This may be occasionally spiced with a language game, a scored competition, a spell of simple play-acting, the learning of a jingle or the telling of a joke or anecdote, spelling, asking the pupils about themselves and their activities, the introduction of incidental teaching items, and so on. Aids such as the flannelboard and pocket-chart will arouse further interest.

Drill work, by its rather mechanical nature, tends to produce a stultifying effect if not well-managed. The flagging drill should be replaced, or revived in many ways: the pace may be speeded up; it can be cued or accompanied by corresponding realia, pictures, drawings or flash cards; new content words used to replace the original ones or to extend each utterance; each answer or alternate answer repeated twice; a fixed number of pupils required to provide the same response in quick-fire succession, or to whisper it, then the order reversed; chain-practice whereby a pupil provides a cue for a classmate who replies before prompting the next student, and so on round the class, or with teams for choral and individual responses; or, instead of being cued with the item to be inserted in a substitution drill, the learner is merely told which item is to be replaced, so that he has to generate the new element, e.g.

T. There's a book in my hand
hand
P. There's a book in my bag
T. book

P. There's a pen in my bag.
T. There's
P. I've got a pen in my bag.
T. my
P. You've got a pen in your bag. etc.

36. Was the written substitution table well handled?

The substitution table written out on the blackboard is a most useful tool for establishing new structures, and represents a substantial economy measure for it is self-contained and embodies a large number of utterances that do not need to be copied out in full. However, careful advance preparation of such tables is necessary if the teacher constructs his own, to ensure that all possible combinations produce meaningful utterances. Where this is not convenient, all oral practice based on such a table will have to be kept strictly under the teacher's control. With all tables the teacher should take care to elicit the required combinations by asking the learners to repeat after him, or by presenting clear spoken cues, or prompting with realia, flash cards, or pictures, or actually touching the written items with his finger or a pointer.

The words or word -groups of the substitution table should preferably not be boxed in, nor separated by vertical lines which prove a bar to fluency; a short horizontal line where necessary will be bound quite sufficient. The teacher might also avoid transcribing items included in neighbouring columns on exactly the same horizontal plane, because the norms of western orthography will naturally lead the pupil to associate together and fix a visual image of only those entries on the same level.

A good technique for enlivening work with the substitution table is to rub off or progressively cover up a different word in one column at a time, challenging the pupils to respond correctly; in this way a whole table can be rapidly memorized.

When pupils complain, as they invariably do, that a substitution table is too wide to fit into their exercise books, they should be instructed in the simple procedure of turning the page around for copying lengthwise.

VII Admonishing and Praising

37. How was misbehaviour dealt with?

A constant battle of wits or authority between teacher and learners is detrimental to the learning process. A relaxed atmosphere is demanded in the language classroom to induce an unhibited perfomance from the pupil in the target language. Unfortunately, there will always be the pupil who regards any easing of strict control as licence to misbehave. The teacher's symbolized disapproval of yesteryear in the form of the conical dunce's-cap and orders to stand in the corner has all too often been replaced by insidious verbalization in the form of ridicule and sarcasm. Both manifestations run counter to the aim of instruction in that they tend to instil negative attitudes not only towards the teacher but towards the subject he represents.

Most common forms of misbehaviour - inattention, talking, showing off, just being silly - can be successfully dealt with by making as little fuss as possible, merely looking at the culprit, or addressing him by name, followed by the positive approach of asking him to answer a question or do something, perhaps after the guidance of a classmate, so that he is forced to learn the correct version of anything he has missed. The wise teacher would, of course, have to be convinced in his own mind that any restlessness, especially if general, is not the outward sign of the need for a change of activity.

If the trainee is faced with the persistently unco-operative pupil, sulking silently in his desk, or the raucous and rebellious extrovert, then he has a more serious problem on his hands. Apart from adopting an understanding attitude towards such children, there is little the student teacher can or should try to do himself to remedy such deep-seated conflicts. The supervisor, the regular teacher, or the school head will have to be consulted if the pupil's behaviour is such that it seriously retards his own progress or has any adverse effect on that of his classmates.

Should the teacher ever be provoked into issuing a threat, however, then he must be sure that if his warning is not heeded he fully intends to execute it. Nothing is more likely to lose the pupil's respect than a daily barrage of hollow intimidation.

38. Were deserving efforts acknowledged?

An effective stimulus to further effort and a reinforcing factor in learning is for the pupil to achieve a correct response and immediately receive the teacher's approval. Merely achieving a right answer is in itself a stimulus, but this is heightened by praises such as, 'Good', 'That's quite good', 'That's a good try,Peter', and so on. Such commending remarks should therefore be liberally but judiciously bestowed, thereby providing many additional successes for a large number of pupils during the course of any one class. Favourable comments need not be reserved for the flawless work of the better pupil, but also delivered to motivate the less able performer who makes a commendable effort.

VIII Homework

39. How much homework was set?

Frequency, ease, and the accuracy fostered by close supervision count for more than sheer amount in establishing language habits. Like food for the ulcerated stomach, a little homework, carefully selected and frequently administered, is a more efficacious prescription than indigestable chunks, no matter how well spaced. Furthermore, the teacher is not working in isolation, and should be careful that he is not imposing an unfair share of English on the general homework load. The homework 'grind' traditionally and often currently foisted on the hapless pupil after a hard day's work at school, should now have yielded to the more enlightened procedure of setting only those tasks which the teacher is convinced the language learner can undertake quickly and with a minimum of effort, thus properly reinforcing classwork, motivating the pupil, and easing the chore of marking.

40. Was the homework adequately prepared in class?

The aim of any form of homework in the early stages of language learning in neither to test the students nor oblige them to tread the quicksands of unfamiliar ground, but to reinforce classwork. Therefore, adequate steps should be taken to forestall an excess of discouraging and harmful errors by conveying to the learners a clear idea of what is required before a piece of homework is set. This can be achieved by preliminary oral practice of the material, followed by the opportunity for them to see or perhaps write

on the blackboard some examples, a few actual items, or the whole exercise. Such helpful controls need to be applied to all kinds of written work with beginners, including tests, if it is not to prove a setback to progress.

Student-teachers sometimes forget that key items of classwork may also be reinforced at home by oral recitation and memorization. This, of course, will not consist of mere lists of isolated vocabulary nor barren paradigms, but of meaningful stretches of speech to be learnt and briefly checked at the beginning of the next class.

41. In what way was tha homework corrected?

Correcting homework for a large class is a time-consuming and questionable activity that can be reduced, as previously suggested, only by assigning small tasks which have been thoroughly or partly prepared in advance. Furthermore, any lasting impact on the learner will be lost if reinforcement in the form of marking and correction is not undertaken when the material is fresh in the learner's mind. Written exercises will therefore be checked as soon as possible.

Exercises demanding stereotyped responses may be marked in the succeeding class by the pupils themselves from the correct version written on the blackboard by the teacher, perhaps with the help of individuals, or given orally if very simple. Each pupil may be allowed to mark his own paper, though he is probably not the best person to detect his own mistakes even with reference to a written or spoken model. Alternatively, homework books may be exchanged (not with neighbouring classmates) for each error to be underlined in pencil, without the written correction being inserted, so that when it is returned, the pupil has to make the positive effort of comparing his work with the original to pinpoint and subsequently correct his error. Here, however, one might complain that it is hardly beneficial for learners to look for and see the faults of others.

Such a method of marking nevertheless recommends itself as being both practical and economical of the teacher's time with large classes, and may be consolidated if he walks around checking if the pupils have been honest with themselves and with one another, acknowledges good work, and occasionally collects all or a sample of the books for later inspection or marking himself. Pupils may even be trained to grade one another's work.

if a simple evaluating system is devised and consistently applied.

The trainee must bear in mind that solely making the learner aware of his blunders serves no useful purpose in itself. Having detected and corrected his area of error, the pupil must be obliged to write out the correct version in full, several times, not as a punishment, but as a measure to superimpose the correct habit. Furthermore, homework represents a valuable diagnostic tool; a show of hands for each answer from those who were successful will incidentally reveal those areas that induced most mistakes, thereby suggesting and directing further or remedial drill work.

IX The Teacher and his Class

42. Was attention paid to seating arrangements?

Even if a large classroom is crammed tight with desks, the trainee should not on this account take it for granted that seating arrangements are beyond his control. The perceptive and alert teacher, though he cannot change the physical location of the desks. will realize that pupils are usually arbitrarily and often inconveniently seated in the classroom. He will consequently be prompted to take measures to remedy this state of affairs simply by obliging certain pupils to change places where necessary. This may be done for a variety of reasons: learners with chronic problems in seeing or hearing may have to be moved to the front, as will those who tend to be persistently inattentive and troublesome; pupils should be moved up to occupy empty place, due perhaps to a temporary absence, thereby reducing the distance between them and the blackboard; unequal rows will be balanced for more even choral work or competition; tall children blocking the view from those behind are better positioned at the sides of the class; the more capable learners might be strategically placed beside weaker ones; and so on.

43. Was the general atmosphere unruly, relaxed, or tense?

A truism that cannot be too often reiterated is that children will never learn to speak a language without actually speaking it; nor will encouragement to do so naturally derive from the inhibiting tensions characteristic under conditions of strict discipline. The classroom, as opposed to

the lecture theatre, demands a relaxed atmosphere for the constant process of give and take to thrive. Unfortunately, the high degree of active pupil involvement, if not carefully directed, will cause the class to disintegrate into a bedlam of din in which the teacher loses control. The trainee's goal should therefore represent a happy medium, restrained from merging permanently with either extreme.

44. Have the pupils ceased asking 'Why?' questions?

From the very first lessons, pupils should be discouraged from interrupting the flow of the lesson by asking 'Why?' questions that lead to complicated and frequently misleading intellectualizations about language. In the limited time available children ought to be concentrating their energies on the all-important task of establishing the skills of learning what to say, and how and when to say it.

Fortunately, the view of language learning as a process of memorizing and applying the rigid rules formulated by the grammarian, has been widely discredited. To make clear and occasionally remind the learners of the vital distinction between actually learning a language and learning about it, the teacher might devise some pertinent analogy to present in the mother tongue, such as pointing out that though the mechanism of a car may be explained, together with the way to control it, and even though someone is able to understand and repeat this information, he will not be able to drive until he sits inside the vehicule and learns the skill by actually doing it.

However, if the teacher, in keeping with some authorities, is hesitant about relying greatly on the breadth of the pupil's memory or his innate powers of induction, then a written formula with a corresponding example may perhaps be included in the instruction to illustrate and afford a generalization of some or all new grammatical points; such a summary would, of course, be given only after thorough oral presentation and practice in context, and would have to be clear, unambiguous and brief to gain any effect.

45. Was the teaching directed at the whole class?

The trainee commonly allows his teaching to be directed either vaguely to some corner of the room, or to a few individual pupils, whereas his attention should, in fact, be continually flitting from learner to learner, thus acknowledging, if only by a glance, the presence of each, and drawing the whole class into the lesson. In particular, efforts must be made to in-

volve fully those sitting in the back rows, for it is here that the weaker learners tend to gravitate if not dispersed as previously suggested.

46. Did the teacher strive to create an English 'environment'?

To increase exposure to the target language, to foster the impression that, like the mother tongue, it is a living system of communication, and to discourage as far as possible the learner's innate desire to translate either consciously or unconsciously all new language experience into his native language, the trainee would be well advised to develop an English 'environment' in the classroom. This will entail conducting class routine in English, with the pupils' active participation, possibly assigning them English names, full use made of classroom expressions, and visual aids depicting aspects of the English-speaking world, and using incidental teaching items to best advantage so that they evoke natural comments in English from either teacher or pupil.

47. How 'class-sensitive' was the teacher?

The quality of being class-sensitive is not easily defined and less easily acquired; it is often one of the distinguishing marks of the gifted teacher. The term embodies a constant awareness of, and response to surroundings, the ability to interpret instantly any signs that class activity is leading to boredom, or perhaps boisterous behaviour, that some item has not been well understood, that the pupil is troubled or is not actively listening, and so on. All this entails maintaining an unobtrusive watch on the learner's eyes, face, movements and general behaviour.

Equally important is resourcefulness -- the knack of forestalling any inadequacy by adjusting the pace of the lesson, varying or replacing the activity, or introducing a pertinent improvisation.

48. Was there a close rapport between teacher and learners?

A mutual understanding between teacher and pupils will be maintained only if his demeanour conveys that he has something interesting and worthwhile to impart, and that his eagerness for the pupil to learn it will not override patience and consideration.

Many small details would enable the casual visitor to observe that

a beneficial partnership has been established: learners will co-operate readily and cheerfully in classwork; they will be addressed by their names, rather than the somewhat impersonal 'you'; any absences from the previous class will be accounted for by the pupils concerned so that they feel their presence was missed; they will be alert to any slips made by the teacher, especially in writing on the blackboard, pointing them out respectfully, and he will respond by congratulating the perceptive learner and mildly reproaching the others for their lax observation, thus inculcating a spelling and punctuation consciousness; and so on.

This sound working relationship does not of course imply informality or equality. The popular teacher is not necessarily the most proficient or successful . The trainee is particularly advised against adopting an approach that is too confidential, overly condescending, or destined to curry favour with learners, for this invariably leads to disrespect and even contempt.

49. Did the pupils enjoy the class?

In learning another language, especially with children, there is a definite need to sweeten the language pill with a deceptive covering of enjoyment. This does not mean that each lesson must be necessarily pervaded with humour, but it does suggest that English classes should be lively, interesting and varied, with room for the lighter side of learning as well as the more serious aspects. An enjoyable environment builds up favourable attitudes to language study that are markedly absent from the grave and earnest lesson.

50. DID THE PUPILS LEARN THE NEW MATERIAL?

A final cautionary note:

Sometimes an intense preoccupation with teaching techniques draws attention away from the basic need for the pupil to learn. An enjoyable lesson, borne out by favourable class reaction, may not therefore commend itself as the most effective. The main aim of any lesson is for the class to cover adequatel a specific area of the target language, usually determined by the official syllabus; so no matter how entertaining the English class may have been, if a set aim is not largely achieved then the instruction cannot lay claim to full success.

CONCLUSION

We have been mainly concerned here with presenting some empirical teaching techniques rather than discussing content, though this is not to deny that a very great deal of what happens in the classroom depends directly on prior planning and careful evaluation of language material. The foregoing suggestions should not, therefore, be regarded as comprehensive; neither, despite their dogmatic appearance, are they intended as a set of rigid precepts for the complete art of classroom presentation. Methodology is not a static set of rules, but is constantly being modified and improved; though the pendulum has swung far away from the grammar-translation approach, there are already signs that it has reached its apogee and may move back towards more emphasis on the skills of reading and writing which are at present somewhat neglected.

Teaching is indeed an art that cannot yet be applied with the rigorous precision of an exact science; too many variables are involved in the teacher/pupil relationship, especially the mood of the class which may be influenced by extraneous factors beyond the teacher's control, such as the time of day, the temperature of the room, the day of the week, the after-effects of a preceding class or the anticipation of a succeeding one. Thus the ideal class is a figment of the imagination to be found only in the land of 'slithy toves', the phoenix and the unicorn.

Even in the language laboratory, now one of the most fashionable and valuable contributions of technology to language teaching, the teacher who unwisely allows himself to assume the role of a swithchboard-operator, aloof in his master-console and divorced from truly personal contact with the learner, will soon discover that neither his mere physical presence, nor the provision of expertly-prepared tapes, are enough to ensure effective learning, for he will eventually be faced with the task of devising methods to offset the gradual onset of boredom, unless his pupils are exceptionally highly-motivated.

The common concept of the supervised practice class unfortunately tends to be somewhat misleading because in encourages the student teacher to aim at a spectacular, isolated entity, polished for later display for the benefit of the supervisor, then filed away and forgotten. What is real-

ly required in language teaching is a progressive building up of skills, a process that will not always move forward smoothly and at an even pace but will be consolidated by a cumulative series of small successes. Some of the pointers that have been outlined here serve as no more signposts for the trainee as he travels along the road.

APPENDIX A

Model Lesson Plan

A. OBJECT OF LESSON

To undertake the next stage of the official syllabus by teaching the use of the unstressed indefinite article 'an' before certain count-nouns with an initial vowel sound.

B. METHOD

1. General

1.1. To proceed in the order of the following steps: a) listen b) repeat c) read d) write.

1.2. To ensure maximum pupil participation in prompting, responding, and demonstrating so that the learners receive more practice of the new material than the teacher in statement, question and answer forms.

1.3. To create an English 'environment' to help inculcate in the pupils the realization that their new language is living and can be used for communication purposes. The class will therefore be conducted largely in the target language and incidental teaching items, planned or impromptu, utilized even where their verbalization may be beyond the learner's level.

1.4. To arouse and maintain interest and to clarify teaching points by making full use of 'realia' and any other means such as gestures and mimicry, coloured chalk, sketches, competition, and any brief reference to cultural elements.

1.5. To preserve correct rhythm and intonation, and particularly the pronunciation of the unstressed articles; responses will be directed by the teacher's arm movements. /therefore

2. Specific

2.1. Formal greeting.

2.2. Thorough revision of a relevant pattern previously learnt. This will provide a 'warming-up' period and comprise oral practice of the following structure essential to the presentation of the new material, together with some familiar nouns of from one to three syllables referring to objects that can be easily handled in class:

What's this/that?	It's a	cup spoon	duster matchbox	handkerchief cigarette

2.3. Class motivated by the aim of the lesson written on the blackboard, together with the date in an accepted English form.

2.4. Oral presentation of the new material, cognate nouns being used where feasible, in the structural framework revised in 2.2 and employing the following groupings of count-nouns:

apple	envelope	umbrella
orange	elephant	aeroplane

A toy elephant and aeroplane will be brought to class, and actual examples of the other nouns.

2.5. When the umbrella is presented for the first time, some reference might be made to the fact that it is a useful protection against the frequent and unpredictable showers in England.

2.6. After adequate oral practice of step 2.4. in chorus and individually, with repetition drill followed by word, then object-cued substitution, the indefinite articles 'a' and 'an' will be contrasted orally in the context of 2.2., using the same familiar count-nouns.

2.7. Reading practice with a substitution table contrasting 'This is a/an...'

2.8. Copying of the substitution table into their exercise-books by the pupils.

2.9. Simple writing practice prompted by cue words or the objects, on the blackboard and/or in exercise books, preferably for full sentences or, if time is running short, employing the 'Pens down!' technique for eliciting either 'a' or 'an' as appropriate.

2.10 Homework set. The pupils will be instructed to write out any four sentences containing 'an' from the substitution table and asked to memorize them.

2.11 Reserve material. According to the mood of the class:

a) The contrast between 'a' and 'an' will be revised in one or perhaps two different though familiar structures, three more lexical items - glass, textbook, newspaper, and possibly owl - being added for variety:

This/That is a/an...

Is this/that a /an...? No, it isn't./Yes, it is.

or b) The class will be divided into teams for a scored guessing game in which the previously employed 'realia' will be employed to elicit responses.

2.12. Thorough cleaning of the blackboard followed by formal leave-taking.

C. ROUGH BREAKDOWN OF TIME SCHEDULE.

Steps 2.1. - 5. (Oral Revision)	10 minutes
Steps 2.4. - 6. (Oral Presentation & practice of new material)	30 minutes
Steps 2.7. - 9. (Reading and writing practice)	10 minutes

APPENDIX B

Form Showing Convenient Summary for Supervisor of Student's General Lesson Plan

Practice Class Nº 1

NATIONAL UNIVERSITY OF TRUJILLO

LANGUAGE DEPARTMENT

TEACHING PRACTICE - ENGLISH - 5th YEAR

(This outline of your detailed lesson-plan is to be completed in English and handed in to your supervisor before the practice class)

Name of Trainee: Carlos GOMEZ Name of Supervisor: Mr. F. Green

Name & Location of School: 'María de los Angeles', Grau.

Name of Headmaster/-mistress: Miss Paz Regular Teacher: -

Approx. Nº of pupils in Class: 35 Sex: Female Av. Age: 12

Year of Study: 1

Date (Stating day): Monday, 21st July, 1969. Time: 9 a.m.

SUMMARY OF TEACHING PROCEDURE

Lesson Topic: The use of the indefinite article 'an' with certain count-

Title, Author & Page of Text: 'English is Fun' - A. Preece. Page (nouns) 12

Audio-Visual Aids: cup, spoon, matchbox, handkerchief, apple, orange, envelope, toy elephant & (plane

Form & Content of Preliminary Revision:

What's this/that? It's a	cup	duster	handkerchief
	spoon	matchbox	cigarette

Summary of System & Verbal Contexts in which New Material will be introduced, grouped to indicate Order of Written Presentation on the Blackboard:

What's	this	? It's	a	cup spoon duster matchbox handkerchief cigarette
	that		an	apple orange envelope elephant umbrella aeroplane

Kinds of Practice Provided:

- Simple repetition.
- Oral substitution prompted by cue words.
- Oral substitution prompted by objects.
- Oral substitution to contrast 'a' and 'an'.
- Reading from the blackboard.
- Copying of cued sentences either on the blackboard or in exercise books.
- Homework: copying and memorizing.

Supervisor's Assessment: _____

Signature of Trainee: C. Gomez G. Signature of Supervisor: F. Green

(Any Additional Information may be appended Overleaf)

SELECTED BIBLIOGRAPHY

This annotated bibliography is intended primarily, though not exclusively, for the new or trainee teacher of English who has already received some instruction in the theory of foreign-language teaching. The texts listed mainly concern classroom activities and, with the non-native English-speaker in mind, have been selected for their conciseness, general readability, and the extent of proven usefulness to trainees undertaking teaching practice in Peruvian secondary schools. The following does not therefore represent a comprehensive list of standard works; however, some of those texts recommended offer more extensive bibliographies to guide further reading

All references below to pronunciation refer to that of British Standard English, otherwise known as Received Pronunciation.

1. Finocchiaro, M. English as a Second Language: From Theory to Practice. Regents, N.Y., 1964.

This clearly written and helpful text is based on a series of lectures and demonstrations given for the U.S. Department of State by Dr. Mary Finocchiaro, a noted teacher and author. Besides providing a summary of the basic principles underlying the present-day concept of language teaching, it also contains practical advice on a wide range of classroom activities.

Separate lists of works suggested for further reading appear after five of the six chapters, and the Appendix carries a glossary of useful terms, and an up-to-date bibliography of books, periodicals, journals, bibliographies and agencies concerned with teaching English as a foreign language.

2. Bumpass, F.L. The Teaching of English as a Foreign Language. Instituto Cultural Peruano-Norteamericano, Lima, 1948.

Despite the fact that this manual for Teachers was published over twenty years ago, most of it still offers sound guidance, for applying aural/oral techniques in the classroom. Faye Bumpass taught for many years in Lima, and this text, one of several she has written, is based on her experiences there, and is in fact dedicated to all English teachers in Peru.

The topics cover a brief description of the different methods of teaching foreign languages. a look at some psychological aspects of the learning process, an analysis of the 'functional approach' method, the use of visual aids, a description of specific teaching technique , an illustrated consideration of lesson-planning, and a list of criteria for the teacher's self-evaluation.

The Bibliography is largely outdated, but the four sections comprising the Appendix include valuable additional information on drawing up a plan for the grammar lesson, evaluating textbooks, organizing and running a school language club, details of nineteen games, and the words of forty-seven songs, many of them well-known throughout the English-speaking world.

3. Hornby, A.S. The Teaching of Structural Words and Sentences Patterns. O.U.P., 1959.

This series in four Stages provides full guidance on the oral presentation of the main structures that would normally appear in a first English course.

Each book contains a prefatory section of structures set out in tables, followed in the second part by practical suggestions on how they can be presented in context in the classroom. All illustrative examples are accompanied by a clear binary notation indicating pitch level and change of pitch.

The first book contains an Appendix of English surnames, the names of boys and girls, grouped together according to the sound of the possessive suffix they admit. Each book contains a list of the phonemic symbols for R.P. English that are used occasionally in the text to clarify certain pronunciations. The cumulative Index appended to each Stage is conveniently divided to show which content words and which structure words have been presented.

An eminently practical handbook from an experienced teacher and textbook writer to serve all teachers engaged in the early stages of teaching English in the secondary school.

4. French, F.G. English in Tables. O.U.P., 1960.

Since first devised and developed by Dr. Harold Palmer in Japan, the substitution table has become a valuable tool in fostering language skills in the classroom without reference to the formal abstractions of grammar. This manual provides models from the author of 'The Teaching of English

Abroad' for the construction of over a hundred different tables, grouped under fifty headings and each accompanied by specific instructions for setting a variety of corresponding exercises.

5. Lee, W.R. & Coppen, H. — Simple Audio-Visual Aids to Foreign-Language Teaching. O.U.P., 1964.

This handbook is specifically aimed at the training institution concerned with the study of TEFL. The two main parts of the text deal with using and making simple aids of many different kinds. The seven Appendices contain information on useful books and articles, details of some filmstrips, films and records and addresses of sources for obtaining pictures to decorate the classroom, materials for the flannelboard, plastiboard, wall pictures, charts, etc.

6. Lee, W.R. — Language Teaching Games and Contests. O.U.P., 1965.

A varied collection of language games, described under the headings: Oral, Pronunciation, Reading and Writing, and a Mixed Bag. The Introduction includes details of seating arrangements and the Appendix offers a list of English surnames and Christian names, together with their pronunciation. The second part of the Index suggests the levels for which each game is suitable, as well as indicating those more appropriate for small classes and those for playing outdoors or where there is plenty of space.

7. Ramshaw, H.G. — Blackboard Work. O.U.P., 1963.

A handy and concise text illustrating practical considerations of working with the blackboard.

8. Somaratne, W.R.P. — Aids and Tests in the Teaching of English as a Second Language. O.U.P., 1955.

Though the deceptively comprehensive title belies a somewhat superficial treatment of both aids and tests, this small work nevertheless offers in small compass a handy summarized description of some visual, mechanical, practical, and social aids, together with a variety of sample language tests. The Bibliography mentions relevant books, articles, periodicals and gramophone records.

This is not a highly recommended text, but does contain much that may be of direct use to the trainee teacher.

9. Hornby, Gatenby, & Wakefield — The Advanced Learner's Dictionary of Current English. O.U.P., 1962.

Written especially for the advanced foreign learner of English, this monolingual dictionary explains words simply, often with the language set in a verbal context and with occasional sketches, all care being taken to avoid circular definitions that might call for reference to other entries. Pronunciation is illustrated by phonemic transcription and primary stress marks, and syllabication by grouping and spacing of letters, Hence the dictionary can help the teacher discover for himself or explain to the pupils difficult or new terms without resorting to the mother tongue, provide him with a source of reference for the accepted R.P. pronunciation of separate words, and offer guidance for end-of-line hyphenation.

Many other features make the text more comprehensive: the key to pronunciation and stress shows a standard phonemic transcription for English sounds; the section on Terminology includes a summary, illustrated with tables, of the basic verb patterns of English; there is a list of irregular verbs; common abreviations are given; and the eight Appendices explain specialized terms in a variety of fields - weights and measures, the armed forces, sailing, the motor-car, the aeroplane, cricket, football, rugby, baseball, music, the pronunciation of geographical names, counties of the British Isles, divisions of Canada, Australia and New Zeland, the States of North America, the books of the Old and New Testaments, the abbreviations used for the titles of Shakespeare's plays, and the pronunciation of English christian names.

10. Rees, Alan L.W. — Some Practical Aspects of TEFL - An Anthology for the Practising Teacher of English as a Foreign Language. N.U. Trujillo, (in preparation).

An anthology of published articles written by the author and dealing principally with certain techniques and procedures in the classroom. Items on dictation, classroom expressions, eliciting questions from learners, making and using the flannel board, etc.

Lado, T. & Fries, C.C. — English Pattern Practices. English Sentence Patterns.

Franklin, Meikle, & Strain. — Vocabulary in Context. University of Michigan Press, 1943, 1967, 1964.

These three texts, together with a fourth entitled, 'English Pronunciation' form 'An Intensive English Course' intended primarily for

Spanish-speaking learners who already have some knowledge of English, but the school-teacher who has access to them will obtain an incidental source of valuable examples to be consulted in using directly or as models for constructing different kinds of drills.

'English Sentence Patterns' and 'English Pattern Practices' both contain a large variety of drills set out in thirty-four lessons each; the former has an extra chapter on Style, the latter a series of fourteen charts at the end of the book, (including a map showing the different States), to accompany some of the lessons.

'Vocabulary in Context' is intended to reinforce the work of the other three texts in the series by presenting structures in everyday situations. As such it offers some interesting ideas for classroom work which can be adapted by the teacher to suit his own needs.

Journals

11. English Language Teaching (ed. W.R. Lee). O.U.P. in association with the British Council.

This well-established journal, familiarly known to its readers by the acronym,'E.L.T!, enjoys a world-wide reputation for the quality of its contents. Each issue carries an informative editorial, specially written articles, often by authorities in the field, embracing both the theory and practice of teaching English as a second language, book reviews, readers' letters, a question box dealing mainly with problems of language usage, and advertisements for books and courses. Copies now appear three times a year; back numbers for the period of more than thirty years since its foundation can be consulted at most British Council offices.

12. English Teaching Forum. (ed. E.E. Sadler). U.S. Information Agency, Washington, D.C.

A relatively new, bi-monthly publication for teachers of English outside the United States. Similar in general aims to E.L.T. but presented in a somewhat lighter vein and format and more deliberately designed for the non-native teacher of English. A wide range of articles on TEFL topics, many by teachers and linguists of standing, is supplemented by a readers' letter box and a section of news and ideas which invites reports and practical suggestions from English teachers in different countries.

There is no provision for private subscription; copies can be

obtained free on request from any North-American binational centre.

13. English Teaching. (ed. W.E. Moss). The British Council, Rio de Janeiro.

This recently-established bulletin is primarily intended for teachers of English in Brazil, but promises to have much wider appeal. Items so far have included contributions from authors of International repute. Carries advertisements.